**Critical and Creative Thinking Seminars**

**Faculty Training Course**

**Goal of the course**

Faculty creating CCT seminars will come to a deeper understanding of developmental and pedagogical issues that may impact the success of their seminars. They will also learn practical strategies for how to structure the seminars to meet the goal of improving their students’ critical and creating thinking.

**Course Objectives**

1. Discuss together different definitions of and approaches to teaching critical thinking, including Richard Paul, Browne and Keeley, Nyaya, and Toulman.
2. Create a graphical representation that can be used to teach students how new knowledge proposals are justified in your discipline.
3. Think through which issues in the discipline theme you are teaching will engage the students most deeply in factors that require critical and creative thinking, and will illustrate the characteristic approach to knowledge in your discipline.
4. Discuss theories of intellectual and cognitive development and how they need to be taken into account when structuring the CCT seminars.
5. Discuss the role of critical and creative thinking in Consciousness-based Education and how to be sure that the seminars foster its goals.
6. Explore different strategies for fostering creative thinking and discuss the relationship between critical and creative thinking.
7. Explore approaches to teaching students how to recognize logical fallacies.
8. Think about how to integrate information literacy into the seminars as an important aspect of critical thinking.
9. Discuss John Bean’s exercises and strategies for teaching critical thinking.
10. Collectively decide upon appropriate measures to assess student progress in developing critical and creative thinking during the seminars.

**Course readings**

All of the course readings are available on the course wiki: <http://ccts-faculty-training.wikispaces.com/>

**Course assignments**

The seminars will consist mainly of discussions of readings and presentation and discussion of various written assignments that will create products faculty can use in their seminars. The readings will be done outside of class, but we will work on some of the written assignments in class.

**Timeline**

**Week 1**

*Monday*

We will discuss the Richard Paul, Browne and Keeley, Nyaya, and Toulman readings to get a sense of the range of definitions of and approaches to teaching critical thinking.

Homework

Read Kurfis reprint on William Perry’s theory of intellectual development; Bean’s section on “Avoiding a Thesis” beginning on p. 24; and the Generation NeXt article.

*Tuesday*

Analysis exercise: I will randomly assign you to write a short of analysis of one of the three homework readings. We will then discuss both the readings, and written analyses of readings as an exercise for fostering critical thinking.

Homework

Read the Schafersman article on science and critical thinking, and my ‘ritam as a goal of CBE’ essay. If you have time look at the handout “Factors which diminish confidence in MVS as a science” on the Additional files wiki page.

Begin work on a graphical representation of how knowledge claims in your discipline are justified. See samples from the previous course on Sample exercises page on the course wiki.

*Wednesday*

We will do a second analysis exercise, this time adding an evaluation component. We will discuss both the readings and the exercises. If time, we will discuss other elements of critical thinking and MVS.

Homework

Read the Harris article on the relationship between critical and creative thinking and suggestions on how to foster creative thinking. Gather any exercises that foster creativity that you have successfully used to the next session.

Complete your graphical representation of how knowledge claims in your discipline are justified.

*Thursday*

We will discuss the Harris article. Isabelle Matzkin will be joining us to explain a creativity exercise she has used in her courses and a wiki that supports it. We will share other ideas that you bring.

We will begin presenting to each other our charts of how knowledge claims in our discipline are justified.

Homework

Write a haiku. Read Bean chapter 1, and the rest of chapter 2 beginning on p. 29. Choose your 3 most favorite suggestions from the 15 on encouraging revision and be ready to explain to the group how you will integrate them into your seminar.

*Friday*

Continue presenting discipline charts. Discuss Bean chapters. Share haikus.

Weekend Homework

Read Toulman’s ‘Fallacies’ chapter and Bean Chapter 4.

**Week 2**

*Monday*

Discuss teaching about logical fallacies in the seminars. Work through a fallacies exercise as a group.

Discuss the Exhibit 4.1 chart on p. 64 of Bean

Homework

Create a list of 3-4 problems/issues related to the topic of the seminar you are teaching. Then write-up a concrete example/case study (either historical or current-day) of how members of your discipline have applied this model to a specific knowledge claim in your discipline associated with one of those problems/issues.

Read Bean Chapter 7.

*Tuesday*

Present examples of problem/issues you will be dealing with in your seminar and how it relates to the graphic you created last week (half the group).

Discuss which of Bean’s exploratory writing ideas we would incorporate in our seminars.

Writing exercise: Is there a difference between deep thinking and critical thinking in your discipline? Discuss

Homework:

Read Bean Chapter 8.

*Wednesday*

Continue with presentations on problems/issues (other half).

Discuss which of the 10 strategies for designing critical thinking tasks you will use in your seminar.

Go over info literacy for sources found on the internet sheet.

Homework

Read Bean chapter 9. Begin creating a reading guide for a difficult text you might use in your seminar.

*Thursday*

Share which of the strategies for reading difficult texts you will use in your seminar. Share examples of reading guides.

If time, discuss rubric

Homework

Read the chapter on ‘How students learn analysis and communication’ at Alverno College

*Friday*

Discuss reading.

Finalize suggestions for improving the rubric. Talk more about self-assessment as part of the process of learning.

Go over the material on ‘reverse engineering a course.’ Discuss what you are going to do as the next step in creating your seminar.